

The Effectiveness of SQ3R Strategy in Teaching Reading

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ABSTRACT

This research was aimed to find out the significant effect of SQ3R strategy to teach reading for students and to find out how effective the SQ3R strategy to learn reading of recount text. This research employed Quan-qual design. The population of this research was the first grade students of SMKN 7 Bone in academic year 2018/2019. This research used random sampling. The sample of this research consisted of 56 students that belonged to two groups: 28 students in the experimental group and 28 students in the control group. The data were collected by using reading test and interview. The data were analyzed by using descriptive statistic through SPSS 20.0 version. In conducting the research, the researcher used SQ3R as a strategy to improve the students' achievement in reading comprehension. Besides, the researcher did interview to see the effectiveness of SQ3R strategy to learn reading of recount text. The research showed that there was an improvement on the students' achievement in pretest and posttest in experimental group after the treatment. The students' result of posttest of experimental group is more significantly improved than the students' result of posttest of control group by the mean score $21.07 > 12.04$. The difference of both scores is statistically significant based on the t-test value at significant level 0.05 in which the probability value is lower than the significant level ($0.000 < 0.05$). Based on the students' perceptions can be concluded the effectiveness of SQ3R strategy to learn reading recount text were found the strategy made the students liked and interested toward the reading recount text activities in the classroom, second the strategy made the reading process to be fun and controlled. Third, the strategy activated the students in the classroom so that the learning became more student-centered. Fourth, through the stages of SQ3R, students motivated and challenged to complete the stages while reading. At last, the strategy enable the students to gain better understanding about the essence of recount text of being

read, such as quickly found the main idea and certain information, got the overview and the content of the text, obtained new vocabularies, guided them focus on reading text and helped them remember their reading content.

Key words: Recount Text, SQ3R Strategy, Reading Comprehension

INTRODUCTION

Reading comprehension is one of the language skills which become the emphasis of the English teaching in the school. Reading is not an easy skill since it needs comprehension. It is not just pronouncing word but requires understanding. Real comprehension means making sense of what we read and connecting the ideas in the text to what we have known. It also means remembering what we have read. Kirmizi (2010) stated that reading comprehension is the act of thinking, constructing meaning by integrating the information from the author with the reader's background knowledge.

In comprehending reading, it is critical that students during reading time may perform various reading strategies in order to understand what they read. Students can optimize their comprehension and overcome their deficiency by applying a strategy in their learning process. It makes an easy and joyfully for them. There are many types of reading strategies that can be used to teach reading skill for comprehending text. However, this research aimed at examining the efficiency of a type of reading comprehension strategy in teaching reading, namely SQ3R strategy. It is because of using SQ3R strategy enables students to explore their reading ability and this strategy has presented detail steps outlining of what readers should complete while reading and a useful strategy for absorbing reading text main ideas to get information more quickly from it. It also asks students to use review techniques that will help memorize the information from what they read in their minds by using their own words. According to Robinson (1946) stated SQ3R is efficient because make the students to read faster, to get the important points, and to memorize the content in their mind.

Therefore, SQ3R strategy is still relevant to be applied in schools today because it is accordance with the ideas or demands of the 2013 curriculum, namely students as learning center where the teachers as facilitator and organizer. Besides that, the stages in SQ3R namely survey, question, read, recite, and review are relevant with the scientific approach in the implementation of 2013 curriculum whereby students are expected to go through stages of observing, asking, experimenting, associating and communicating.

In fact, based on the researcher's preliminary interviewed the researcher found that all of the English teachers of SMKN 7 Bone mostly use discussion and exercising based on students' text book activities as state in their lesson plan. There is not specific strategy in teaching reading comprehension. However, there are weaknesses because the teachers face problem to make all students active,

arouse curiosity and students attention about the themes or topics being taught. As a result, the students' desire to try in reading comprehension is still low. Some students of SMKN 7 Bone in first grade said that they got difficulties. Thus, some students are not eager to read because it is assume that reading is a complicated and boring activity. It becomes worse that they are lack of vocabulary to find the words meaning based on the context in reading text. They are often confused and unknown what the text infers, they still have problem in answering the questions, finding the main ideas related to the text. Similarly, Hayuningtyas (2006) found that the causes of the students difficulties in comprehending the text: the students' lack of vocabulary and grammar, the low level of students' interest in the reading text, the teachers' inability to guide and manage their class, and the students' inappropriate reading strategy. As an impact, the learning reading comprehension process in the classroom generally does not run interactively.

Considering the fact above, the researcher believes to introduce SQ3R strategy to help the learners to cope with their problems in reading comprehension and it is expected too that the SQ3R strategy helps the teacher in teaching reading process optimally. Therefore, the researcher was interested in conducting a research entitled by the effectiveness of SQ3R strategy in teaching reading. It was held at the first year of SMKN 7 Bone. To further our understanding, the research questions in this research as follow:

1. Does the use of SQ3R strategy have significant effect to teach reading for students?
2. How effective is the SQ3R strategy to learn reading of recount text?

Therefore, the objectives of this research were to find out significant effect of SQ3R strategy to teach reading for students and to find how effective the SQ3R strategy to learn reading recount text.

LITERATURE REVIEW

Dharma (2013) stated that teaching reading news item text by using SQ3R strategy can give solution for the students to increase their reading ability and also help them in comprehending any text. Masruuroh (2015) found that the implementation of the SQ3R helped the students to comprehend English texts, and the students responded the implementation of SQ3R positively. The students were interested and enthusiastic in reading English text by using SQ3R. They also focused while reading texts by using SQ3R. M. Nur Faqih Farisi, Eka Wahjuningsih (2016) concluded that there was a significant effect of using SQ3R Strategy on reading comprehension achievement on the eighth grade students at SMP Negeri 2 Arjasa Situbondo in the 2014/2015 academic year

Pribadi (2013) showed that the students who used SQ3R reading strategy performed reading activity better, especially in reading descriptive text. The strategy had apparently provided the students with a structured reading technique, which could lead them to comprehend the text better. Rayanto & Rusmawan (2016) concluded the implementation of SQ3R strategy has high level, that is 3,97 in students' activity and 0,93 in students' response. It indicates that the implementation of SQ3R strategy can be categorized high and can be used by all

lecturers on learning process. Momani (2017) stated that SQ3R strategy equipped students for more systematic and structured reading techniques, so they comprehend the text in a better way. SQ3R strategy makes students active and co-operative.

1. Reading Comprehension

Reading is comprehended if the reader not only read loudly or silently but also the reader can understand the content of the passage so he or she has knowledge related the meaning of the words, sentences, and paragraph sense relation among the ideas from the text which is being read. As Woolley (2012) defined reading comprehension is the process of making meaning from text. The goal to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. While, Caldwell (2008:177) stated in which reading comprehension is about relating background knowledge to new knowledge contained in the written texts. There are some factors either internal or external that should be mentioned. There are different factors that affect reading comprehension. According to Lenz (2005) these factors are:

- Previous knowledge of target topic (schemata).
- Knowledge of language structure.
- Knowledge of text structure and genres.
- Knowledge of cognitive and meta-cognitive strategies.
- Reasoning abilities.
- Motivation.
- Level of engagement.
- The quality of the reading material in terms of organizing and the writing itself.
- Lack of ability to decode and recognize words.
- Lack of language skills and strategies.
- The type of instructions.

They can be categorized into: linguistic knowledge, mental abilities and skills, participation and motivation, type of instruction, and quality of material; that is, teacher-related, student-related and writer-related factors.

2. SQ3R strategy

SQ3R strategy was developed by Robinson in 1941. He stated SQ3R is higher- level study skill to make reading text easier to remember and make reference simpler. It consists of five steps; they are survey, question, read, recite, and review. While Wright (2003) argued SQ3R is one of the reading strategies which provide students with a systematic approach presenting a detailed step-by-step outline of what readers should complete and accomplish while reading. As conclusion defined SQ3R is the acronym for survey, question, read, recite and review. It is one of the teaching learning strategies in order to make students remember and get information from the reading text easier. In Survey phase, students survey the text they read. Based on their pre-reading impressions in Question phase, students then create and write questions that they expect might be

answered in the reading. In Read phase, the students read the text to find the answers to their questions. Furthermore, students write their answers by their own words and a response about the text in Recite phase. Finally in Review phase, the students reread the text to find the important information and the supporting details of the text.

Moreover, according to Robinson (1946) a process of SQ3R strategy consists of five steps 1) Survey: Glance over the heading, get general Ideas of the text, theme, and topic in the text to see the few big points that will be developed 2) Question: The following step is, turn it into a question reading. Create own question relate the text get main information 3) Read: read to answer that question, skim reading of the text to find the questions' answer. 4) Recite: look away and try to reread or recall the answer of questions using your own words without text. 5) Review: In the last step answer the major purpose question then look over answer and all part of the text to organize information

3. Recount Text

Recount is a kind of story genres based on reality. It reconstructs past experience. It means that recount text tells about something that had happened. Anderson (1997: 49) suggests that recount is a text which tells about events happening in the past in a sequence of time.

The purpose of the text is to tell the audience about what happened in the past and when it happened. Knapp and Watkins (2005) also said that recount text was a sequential text that does little more than sequencing a series of events. It can be considered as the simplest type of narrative genre.

- a. Orientation. It takes in the First paragraph that give background information about who, what, where and when. And it is also introducing the participants, place and time.
- b. Event. Tell what happened and in what sequence and describing series of event that happened in the past. A record of events usually recounted in chronological order, named; event 1, event 2, event 3.
- c. Re-orientation. It is consist of optional-closure of events/ending. It's concluding paragraph that may include a personal comment of the writer to the story (not always necessary). The students have to know about it. It is because the students will be easier to write a recount text if they know the construction.

METHODS

This research used mixed methods namely QUAN-qual design. It mainly employed quantitative methodology as main focus whilst the qualitative method used to support the quantitative method. The quantitative method was used to answer the first research question in order to find out the significant effect of SQ3R strategy in teaching reading for students. Quantitative data obtained through pretest and posttest to both of the experimental and control group. The qualitative method used to answer the second research question to find out how effective SQ3R strategy in the reading process of recount text. The qualitative

data obtained through interview to the students who will be selected as respondents.

In data collection for quantitative, the researcher used a control group and experimental group. Both groups gave pretest. After that, the experimental group gave treatment using SQ3R strategy, while the control group taught using conventional way. The researcher then conducted posttest to both groups. The score of the posttest analyzed to see the differences in reading comprehension of students who were taught using SQ3R strategy and the students who were taught using conventional way. Gay, L.R., Mills (2016) stated in an experiment, the group that received the new treatment was called (not surprisingly) the experimental group, and the group that received a different treatment or is treated as usual is called the control group then any differences between the two groups at the end of the experimental period may be attributed to the difference in treatment.

The population of this research was the first year students of SMKN 7 Bone of academic year 2018/2019. The numbers of population were 217 students that consisted of seven classes. Considering to the grade level of population, the researcher used random sampling technique to determine the sample. In random sampling, intact groups not individual from seven groups available were randomly selected groups that have similar characteristic. Two classes took as sample. Where, X MM 1 consists of 28 students took for experimental group and X MM 2 consists of 28 took for the control group. The number of the sample was 56 students from two different classes.

This research applied pretest-posttest and interview as its instruments. The tests used to measure the students' comprehension on recount text. Pre-test used to know the students' initial ability in reading comprehension in order to know the problem in detail and to examine the students' reading comprehension in experimental and control groups before the treatment using SQ3R strategy for experimental group and conventional teaching in control group. The posttest gave to find out the students' reading comprehension after the treatment from both groups. The researcher interviewed eight students to see how effective the SQ3R strategy in the reading process of recount text. To obtain more specific and accurate data a one-on-one interview was conducted. In conducting interview, the researcher used semi-structured interview P. Gill, K. Stewart (2008) defines this approach as an interview that has several key questions which help to define the areas to be explored but also allowed the researcher the flexibility to pursue an idea in a response in more detail.

For collecting data this research gathered data from the result of pretest-posttest data collection and interview some students as respondent. In pretest the researcher gave pretest for experimental and control class. It means to know the students' prior reading comprehension. After giving treatment, posttest did by researcher for both groups (experimental and control group). The purpose was to find out the students' reading comprehension after the treatment. After giving the post-test to both groups, the students of experimental group were interviewed to know the effectiveness of SQ3R strategy to learn reading of recount text. The

researcher selected eight students as respondents. The data from interview used to support the result of quantitative research.

The data collected through the test and interview the test were analyzed quantitatively by employing statistical calculation to the hypothesis. In scoring the researcher used the raw score and final score. Score got by counting the number of correct answers on the test script was known as raw scores Jabu, (2008:113). The final score obtained by dividing the number of correct answer with the total of items and the multiplied by 100 is known as final score.

$$\text{Final score: } \frac{\text{students correct answer}}{\text{total number of items}} \times 100 \%$$

The data was tabulated then analyzed to determine of score and classified based on classification system. The data was grouped into four level categories scoring system. The researcher also calculated the mean score, standard deviation, frequency table, and t-test between reading comprehension of the experimental and control by using SPSS. The classification score as followed:

No	Classification	Score
1	86-100	Very Good
2	71-85	Good
3	56-70	Fair
4	0-55	Poor

It conducted in two stages. The first stage analyzed using descriptive statistic and the second stage the data analyzed using inferential statistic. Descriptive statistic measured of central tendency, measured of variability, measured of relative position and measured of relationship while inferential statistic measured relationship of the difference score before and after treatment. The data from Interview was transcribed and analyzed by used open coding. Open coding is a part of analysis concerned with identifying, naming, and describing phenomena based on the collected data (Borgatti, 2014).

Checking validity, to find out the validity and reliability of the data, the researcher used valid and reliable instrument. Validity refers to the appropriateness, meaningfulness, and usefulness of the instrument to collect the data. In this research, there are two instruments which had been validated. Test instrument was validated by empirical validity and interview instrument was validated by the experts. The test as the first in this research had been validated by empirical validity. In this case the test instrument before tested in control and experimental class, it was tested in equivalent class and calculated by SPSS to find out the validity and reliability of the instrument. The second instrument, the interview questions also had been validated by an expert. In order to give flexibility to respondents to express their opinions and provide comfort because not all respondents could express their opinions in detail and feel confident when using English, so the researcher used Bahasa Indonesia when interviewing respondents.

FINDING AND DISCUSSIONS

Students' Reading Comprehension Achievement

For the first research question to know the significance of the SQ3R strategy in teaching reading, the researcher found out the score for pre-test and post-test of both of groups on the students' reading comprehension achievement result.

- a. Scoring comparison of the students' reading comprehension achievement in the pretest and posttest of experimental and control group

Table of Scoring Comparison of the Pretest and the Posttest of Both Groups

Score	Classification	Experimental group				Control Group			
		Pretest		Posttest		Pretest		Posttest	
		F	%	F	%	F	%	F	%
85 – 100	Very Good	0	0	2	7.14	0	0	0	0
71 – 85	Good	1	3.5	19	67.86	0	0	1	3.5
56 – 70	Fair	7	25	3	10.71	7	25	9	32
0 – 55	Poor	20	71.5	4	14.29	21	75	18	64.5
100	Total	28	100	28	100	28	100	28	100

The data on the table above shows that in the experimental group, the students' scores in pretest shows that there were 2 (7.14%) students classified as very good in posttest that in the pretest there was no students classified as very good. It was also showed that there were 19 (67.86 %) students classified as good in posttest and 1 (3.5%) of student got good score in pretest. Moreover, in pretest there were 7 (25%) students classified as fair classification and 20 (71.5%) students classified as poor classification. while the students' scores in posttest shows that there were 3 (10.71%) and 4 (14.29%) students with classified as fair and poor. By this analysis, after giving treatment by researcher occurred improvement of the students' score than previously.

In students' pretest score of control group, the data shows that There was none of students were classified as very good and good categories, 7 (25%) students classified as fair and 21 (75%) students classified as poor. While in posttest, none of students classified as very good but there was 1 (3.5%) student classified as good categories, 9 (32%) students classified as fair and 18 (64.5%) as classified poor. It was inferred by mean score the control group improved and by the score

classification some students gained better even though the students were still classified as poor score. In control group, there was also improvement even it did not significance.

- b. The mean score and standard deviation of students' reading comprehension achievement in pretest and posttest of experimental and control group.

Table of the Mean Score and Standard Deviation of the Students Pretest and Posttest

Group		N	Mean	Std. Deviation	Std. Error Mean
Pre-Test	Experimental	28	12.04	4.749	.898
	Control	28	10.50	4.734	.895
Post-Test	Experimental	28	21.07	4.966	.944
	Control	28	12.46	5.357	1.012

From the table above, the mean score of the experimental group and the control group were mostly in the same score. The data in the pretest shows that the mean score of the students' pretest of the experimental group was 12.04 and standard deviation was 4.749, while in control group the mean score was 10.50 and standard deviation was 4.734. The students mean score of experimental group was statically same with control group. Those experimental and the control group had the same or relatively the same baseline knowledge in reading comprehension before the treatment. The mean score of the experimental group and the control group are different in posttest. The data shows that the mean score of the students' posttest of the experimental group was 21.07 with standard deviation was 4.996. It indicated that the students' reading comprehension improved significantly after giving treatment by using SQ3R in reading recount text. The control group also made some progress but it was not significantly as experimental group. The mean score of control group in posttest is 12.46 with standard deviation is 5.357. It showed that after treatment, the result of experimental group on the mean score was higher than the control group. It proves that the treatment with SQ3R strategy gives more effect to students' reading comprehension achievement than conventional way.

c. Test of Significance (T-test)

Table of Probability Value of T-test of the Students' Vocabulary Improvement in the Experimental and the Control Groups.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pretest	Equal variances assumed	.085	.771	1.212	54	.231	1.536	1.267	-1.005	.076
	Equal variances not assumed			1.212	53.999	.231	1.536	1.267	-1.005	.076
Posttest	Equal variances assumed	2.744	.103	6.217	54	.000	8.607	1.384	5.832	11.383
	Equal variances not assumed			6.217	53.738	.000	8.607	1.384	5.831	11.383

Based on the result of data analysis as summarized in table 4.5 on the pretest of the experimental and the control groups, it could be seen that the *t-value* 1.212 with degree of freedom 54 and *P value* 0.231 with α 5% (0.05). The *t-table* of this research was 2.056. According to criteria testing of hypothesis, H_0 accepted if *P value* > 0.05 while H_1 accepted if *P value* < 0.05. From the data above the researcher showed that *P value* (0.231) > 0.05. It can be concluded that H_0 is accepted and H_1 is rejected in pretest.

Whereas, the data on posttest of the experimental group and the control group shows that probability value (*p-value*) was smaller than α ($0.000 < 0.05$). It indicates that H_1 is accepted and H_0 is rejected. It is assumed that there is significant difference between the students' reading comprehension achievement in the experimental and the control groups after the treatment. The significance of T-test can be seen in the following table.

Table of Significance Different

Variables	P – Value	(α)	Remarks
Pretest of Experimental and Control Groups	0.231	0.05	Not significantly different
Posttest of Experimental and Control Groups	0.000	0.05	Significantly different

It can be concluded and stated positively that the use of SQ3R strategy to teach reading comprehension has significance effect to enhance students' achievement in reading comprehension and is able to give greater contribution in teaching reading.

Finding the Effectiveness of SQ3R Strategy

To know about the effectiveness of the use SQ3R strategy to learn reading recount text the researcher interviewed some students as respondents. From the students' perception were found that:

a) Students' positive perception toward teacher's teaching strategy by using SQ3R

From the interview data, the students had positive perception toward the use of SQ3R as strategy to teach reading comprehension text. students mentioned that the reading activity became more interesting. They liked the reading activity this semester more than the previous semester, the use of SQ3R gave positive effect toward the students' interest in reading lesson. Others students also changed their perception on reading skill by the used of SQ3R strategy, the students who previously thought that reading was a boring activity, but then it was not longer a boring activity after the treatment of SQ3R, the teacher used of SQ3R helped them to know the essence of what being read and understood the given text. They expressed liked:

... apalagi kelas bahasa inggrisku yang dulu-dulu agak membosankan tapi semester ini beda kurasa karena guruku betul-betul naajari membaca teks dengan baik dan jelas. (Moreover, my previous English class was boring but this semester is different because my teacher teaches reading texts well and clearly.)

(AM, interviewed on June, 13th2019)

.... selama semester ini kalau disuruhki membaca kutahu intinya apa yang kubaca. (during this semester If I am asked to read, I have been able to know the essence of what I read.

(IR, interviewed on June, 13th 2019)

b) Students' positive perception on SQ3R Stages in Reading Recount Text

From the interview data, the researcher found the effectiveness of SQ3R strategy in reading recount text through several of the students' perception. They mentioned that the SQ3R was fun and well controlled, clear and directed, motivating, helpful for better understanding the recount text. The SQ3R stages used by teacher in the classroom and made the reading process was fun and well controlled. Every step of the strategy was considered to be clear and directed that made the student understood the content of the text. SQ3R strategy seemed to activate students in their reading process. Not only to be motivating and challenging, some students mentioned that this strategy was helpful and found new vocabulary for them. Especially for reading recount text, they could easily find the generic structure of the text namely orientation, events, reorientation. The

students were also assisted to determine the main idea of the texts and to get an overview of the content quickly.

*...saya merasa **terbantu** untuk mencari orientation, events, reorientation dari recount teks melalui tahapan survey dari SQ3R. (I feel **helpful** to look for orientation, events, reorientation from recount text through the survey stages of SQ3R.)*

(IB, interviewed on June, 13th 2019)

*...tahapan SQ3R karena **jelas tahapannya** dan mengarah langsung tentang bagaimana membaca **menangkap inti dari teks** supaya mudah di pahami (the SQ3R stages is easy to use because **the stages are clear** and lead directly to how to read and **capture the core of the text** so it is easy to understand)*

(WA, interviewed on June, 13th 2019)

It was clear that the effectiveness SQ3R strategy in reading specially recount text was found that the strategy made the students liked and interested toward the reading recount text activities in the classroom, second the strategy made the reading process to be fun and controlled. Third, the strategy activated the students in the classroom so that the learning became more student-centered. Fourth, through the stages of SQ3R, students motivated and challenged to complete the stages while reading. At last, the strategy enable the students to gain better understanding about the essence of recount text of being read, such as quickly found the main idea and certain information, got the overview and the content of the text, obtained new vocabularies, guided them focus on reading text and helped them remember their reading content.

The Students' Reading Comprehension Achievement

The main objective of the research was known as SQ3R strategy that effective to teach reading for students. The result of pretest showed that students' reading comprehension in both groups were the same level. As a conclusion both of groups have the same comprehension in reading for treatment. Both of groups were given pretest before treatment but they used different procedure in teaching reading. The experimental group was taught by using SQ3R Strategy while the control group was taught by using conventional way.

The comparison of students' successful in experimental and control group could be proven by analyzing the post test result. The result showed that the mean score of the students' posttest in both groups were increased after giving treatment. It could be seen through the mean score of the students' pretest which was 12.04 scored 40.12 (poor) became 21.07 scored 70.24 (good) in posttest for the experimental group while the students' pretest for control class was 10.50 scored 35 (poor) became 12.46 scored 41.55 (poor) in the posttest. In this case, both of the groups improved after giving treatment, but the experimental group was higher than the control group (21.07 > 12.46). In the other word, it could be stated that after treatment, there was significant difference.

There were several factors influencing the result of SQ3R Strategy higher than conventional way. First, the steps of SQ3R strategy were detail stages to

apply and understand by the students. Similarly, Wright (2003) argued SQ3R is one of the reading strategies which provide students with a systematic approach presenting a detailed step by step outline of what readers should complete and accomplish while reading. Second, the students liked and interested in reading activity by SQ3R strategy. The result of the students' interview was positive perception toward SQ3R as a reading strategy. It also supported the finding of Masruroh (2015) that the implementation of the SQ3R helped the students to comprehend English texts, and the students responded the implementation of SQ3R positively. The students were interested and enthusiastic in reading English text by using SQ3R.

Third, the use of survey and review, in survey step the student found out general ideas or predicted the content of the text before read the whole text. In review step the student reread and re checked of the text. It gave the student retention and long impression about the text. This finding supported by the previous finding which stated that the SQ3R strategy had apparently provided the students with a structured reading technique, which could lead them to comprehend the text better, Pribadi,(2013). Another factor that influenced this strategy provides complete stages that made the students active and co-operative while reading text where the students as a center in learning process. It related to the Momani (2017) stated that SQ3R strategy equipped students for more systematic and structured reading techniques, so they comprehend the text in a better way. SQ3R strategy made students active and co-operative.

On the contrary, the control group was taught by using conventional way. The result of this research showed that the procedure also enhanced the reading comprehension of the students, but it could not be significantly seems like SQ3R strategy. The main factors in this step was provided monotone procedure and no guidance in reading that made the students felt boring and could not make students memorized the content in their mind.

The Effectiveness of SQ3R Strategy to Learn Recount Text

To know the effectiveness of strategy in teaching learning process is through students' perception. As stated by Chen (2003) the students' perception is really important for evaluating the teaching effectiveness. Having conducted the treatment and interviewed some students. It can be concluded that the use of SQ3R gives positive effect toward the students in reading recount text. First they felt interested because every stage has different challenge and there are stages have to complete while reading. Ideally as stated by Yenisa (2017) effective teaching of reading should consist of stages namely pre reading, whiles reading and post reading. SQ3R translated these stages into five activities such as survey, question, read, recite and review. Second the strategy changes the students' perception on reading skill. SQ3R strategy eases the reading process for him because the stages make the reading process are clear and directed as Wright (2003) argued that SQ3R is one of the reading strategies which provide students with a systematic approach presenting a detailed step-by step outline of what readers should complete and accomplish while reading.

Third one of the students who previously thought that reading is a boring activity but then it is no longer a boring activity after the treatment of SQ3R in reading class. It was also found that the students have been benefited by the use of SQ3R strategy in certain ways. First, the strategy makes the reading process to be fun and controlled. Students knew exactly what to do first when reading and what to find in the text. From Survey stage to Review stage, the reading process could make students not only remembered the core of their reading. Indeed, SQ3R strategy helped learners through survey by learning the reading text carefully and recorded the certain information, question by creating question about reading text, read by reading text to find the answer, recite by recall the questions' answer by own words and review by reread and concluded the content of the text (Ngalimun 2012).

Second, the strategy activated the students in the classroom so that the learning became more student-centered. The use of SQ3R strategy could make students read actively and purposefully which helped to improve their understanding of the recount text. This was one of the advantages of SQ3R strategy stated by Robinson (1946) that one of the benefit of using SQ3R strategy is that it helps the students to remember the point of text and becomes an effective way to comprehend the reading material. Third, through the stages of SQ3R, students felt motivated and challenged to complete the stages while reading. The feeling of motivation and the challenge is triggered from activities in every SQ3R stages which should be completed. It is supported by Masruroh (2015) stated that the students were interested and enthusiastic in reading English text by using SQ3R.

At last, the strategy enabled the students to gain better understanding of the text, such as quickly find the main idea and certain information got the overview and the content of the text, obtained new vocabularies, guided them focus on reading text and helped them remember their reading content. As Robinson stated that some of the advantages from using SQ3R strategy are the strategy helps students to understand the organization and get the general point of the text so the students can fix the information in their mind.

Based on the students' perceptions can be concluded the effectiveness of SQ3R strategy to learn reading recount text were found the strategy made the students liked and interested toward the reading recount text activities in the classroom, second the strategy made the reading process to be fun and controlled. Third, the strategy activated the students in the classroom so that the learning became more student-centered. Fourth, through the stages of SQ3R, students motivated and challenged to complete the stages while reading. At last, the strategy enable the students to gain better understanding about the essence of recount text of being read, such as quickly found the main idea and certain information, got the overview and the content of the text, obtained new vocabularies, guided them focus on reading text and helped them remember their reading content.

CONCLUSION AND SUGGESTION

Based on the research findings and discussion in the previously, it is concluded that using SQ3R strategy has significance effect to teach reading for students of the first grade year at SMKN 7 Bone to enhance reading comprehension. It could be seen by the result of data analysis of the mean score of the students' posttest in the experimental group and control group were significantly different. As Robinson (1946) stated SQ3R strategy is an effective way to comprehend reading material because they read the text purposefully and detail.

The result of mean score of the posttest in experimental group was higher than control group. It can be seen from the students' mean score of posttest was 21.07 scored 70.24 for the experimental group, while for control group the students' mean score of posttest was 12.04 scored 40.12. Meanwhile, the T-test of the students' reading comprehension achievement in experimental and control group in posttest was smaller than α (.000<0.05). It indicates that H_1 is accepted and H_0 is rejected. This means that there is significant difference between the students' achievement in reading comprehension in the experimental and the control groups after treatment. So, the use of SQ3R strategy is better than conventional way in teaching reading comprehension for students. Based on the students' perceptions can be concluded the effectiveness of SQ3R strategy to learn reading recount text were found First, the strategy made the reading process to be fun and controlled. Second, the strategy activated the students in the classroom so that the learning became more student-centered. Third, through the stages of SQ3R, students felt motivated and challenged to complete the stages while reading. At last, the strategy enable the students to gain better understanding of recount text, such as quickly found the main idea and certain information, got the overview and the content of the text, obtained new vocabularies, guided them focus on reading text and helped them remember their reading content.

Based on the conclusion above, the researcher put some suggestions for the English teachers suggested to apply SQ3R strategy in teaching reading comprehension and continually implemented, especially for the teacher who wants to enhance, interest and motivate his/her students in reading comprehension because it provides clear stages that should complete while reading and gives opportunity for students to get the content easily their reading text. Added, the students who want to understand easier the texts especially recount text are suggested to apply SQ3R strategy in their reading process as often as they can so they are helped and more familiar about it. The last, for the next researchers can explore more about SQ3R strategy to be more creative way to find the usefulness and build the students' motivation, interest, and achievement in learning English especially for reading comprehension

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